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ABSTRACT

Peer counselors can be a highly effective means of counseling in academic institutions. Peer counselors are used at the University of California, San Diego in the Academic Success Program. The targeted students to be helped are from economically or socially disadvantaged backgrounds and/or minority groups. This program was designed to ensure high-risk students success and retention rates. Trained student paraprofessionals (peer counselors) facilitate other students' success. Training is provided to potential peer counselors in a course entitled "The Psychology of Teaching". The class includes skills development, formation of counseling skills, conflict management, establishing relationships, and sensitivity to issues of ethnic students. A practicum component involves role playing and skill practice. Selection of counselors is based on maturity, communication skills, and understanding of the program's goals and commitment. Once selected, counselors receive further training in intervention skills, cardiopulmonary resusitation, team building, campus services, and program goals. Peer counselors help students with academic choices, financial aid, work-study opportunities, and housing clients. Academic progress is monitored and academic support is arranged when needed. Difficult problems are referred to the coordinator. Client students appreciate the help and peer counselors experience personal growth. (ABL)

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A PEER COUNSELING TRAINING MODULE FOR CAMPUS OUTREACH AND SUPPORT SERVICES

February, 1985

Carolyn B. Buck
Cecilia Pineda

University of California, San Diego

CG 018691

Presented at the 1985 Annual California Association for Counseling and Development (CACD), San Diego California February 15-17, 1985

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ABSTRACT

The Office of Academic Support and Instructional Services (OASIS) at the University of California, San Diego provides services to maximize students' academic performance and retention at UCSD. The target population for special assistance are Educational Opportunity Program/Student Affirmative Action (EOP/SAA) students who are considered to be underrepresented. To facilitate these students' transition into the mainstream of higher education, a multi-ethnic peer counseling staff is utilized as the primary service contact and delivery agents. Their effectiveness is derived from their ability to share academic and personal experiences. This presentation will describe the training module, selection, goals and objectives of the program. Work assignments, outreach events, supervision and recordkeeping will also be discussed.

Introduction

For more than ten years the importance of utilizing peer counselors as an essential counseling component in academic institutions has been demonstrated. Their effectiveness appears to be derived from their ability to relate to other students through shared experiences and common language. This bond between students tends to increase confidence in the helping person (Weinberger, 1972). In fact, there are some who believe peer counselors are more effective than professionals and, therefore, should be the primary therapeutic delivery agents in an institution (Carkhuff, 1969; Mink, Armendarez, Shaw, and Snow, 1976).

Peer counselors are utilized in academic institutions in many areas (i.e., they serve as health advisors, hot-line crisis counselors, and as skills counselors in developmental/remedial programs). Regarding developmental programs, Rouche and Snow (1977) have shown that the peer counselors play a major role in assisting "high risk" students. They state, "according to our findings, peer helpers who are trained in study skills techniques, in teaching techniques, and especially in self-concept development strategies do contribute to successful programs."

The Office of Academic Support and Instructional Services (OASIS) at the University of California, San Diego provides services to maximize students performance and retention. The target population is Educational Opportunity Program/Student Affirmative Action (EOP/SAA) students who are considered underrepresented and therefore "high risk". To facilitate these students transition into the mainstream of higher education "Summer Bridge" a summer academic preparation and personal development program, is offered to incoming EOP/SAA freshmen. The OASIS Academic Success Program is responsible for

follow-up on students once Bridge ends. This is accomplished through the coordination of the peer counseling component. Peers take active roles in skills counseling, monitoring students academic progress, and making referrals to other campus services. This presentation will describe the development and the goals and objectives of the program, the training module, selection and supervision of peer counselors, recordkeeping and work assignments.

The Academic Success Program (ASP) was developed in 1977 as a support intervention program for EOP/SAA students at UCSD. Developed initially to provide academic skills sessions, group tutoring and peer advising for all EOP/SAA students, because of the increase in SAA student recruitment, ASP now focuses only on EOP/SAA freshmen. The development for this program arose because despite the intense outreach and recruitment effort which brought students to the University, there were no programs to ensure their academic support and retention. Historically, EOP/SAA students enter the University with unique environmental and cultural experiences that differ from the traditional undergraduate student. These students may have unrealistic expectations of what it takes to be successful. Some of these expectations center around students' ability to manage personal, social and academic time, ability to set goals and adequately define their priorities. Further, they lack information, or are misinformed about academic support services, and seldom seek them on their own. $50,000 was allocated to OASIS to start this program, with the long-range goal of initiating a peer counseling component and a Summer Bridge program. Trained student paraprofessionals serve as the link between the target population, the campus, and support services. The program has been in existence for eight years and provides a needed support network for entering EOP/SAA freshmen.

The Training Module

Peer Counseling programs have been developed to facilitate students academic and social integration. Some of the most popular methods are; peer counseling attached to a learning center, peers are part of the Educational Opportunity Program serving as role models in recruitment and retention of students, a counseling center approach, and a Summer Residential model with ongoing follow-up. Most models provide a minimal amount of training prior to students starting to work. Training is provided in the following formats; inservice, a semester or quarter long training class for credit, or training prior to a Summer program, followed by in-service throughout the summer. At the University of California, San Diego, the Office of Academic Support and Instructional Services has developed a quarter long practicum experience in conjunction with practicum placement for individual students. The Peer Counselor practicum is co-facilitated by the Coordinator of the Academic Success Program and the Coordinator of Satellite services. Peers also participate in a one week pre-service training and ongoing inservice during the Summer Bridge Program.

The director of OASIS teaches the four-unit division course entitled "The Psychology of Teaching" (TEP 196). All potential staff - those wishing to work for OASIS as tutors, study skills assistants or peer counselors - are interviewed for a practicum placement before they are permitted to enroll. The lecture portion of the course covers the elements of teaching and principles of learning that operate in a college setting. The peer counseling practicum involves an additional eight hours a week of class time and projects. The class focuses on group skills development, formation of active listening and counseling skills, conflict management, establishing relationships, and sensitivity to issues of ethnic students. Students in the practicum also engage in role plays and are videotaped while practicing their skills. However, at no time during the course do they counsel "real" students (students not in

the practicum). We feel that peer counselors need to be fully competent and aware of the responsibilities involved, as well as informed about campus support services before they deal with "real clients". Once students complete the course, they are eligible to be hired by OASIS.

This module evolved out of the need for more comprehensive team work and skills building amongst the peer staff. Previous training did not include a course and consisted only of one week. The practicum is offered year-round and serves as a mechanism to observe prespective peers before selection. A copy of the syllabus is included in the appendices.

Selection and Supervision

Employment as a peer counselor begins during the Summer Bridge Program. The positions are advertised across the campus and announcements are made to all the ethnic student organizations. Students apply during the month of May. They are then scheduled for a panel interview, conducted by the Assistant Coordinator of Summer Bridge and current peer counselors. If a student has not fulfilled the TEP 196 requirement, he/she must also interview with the program coordinator. Prospective peers are judged on maturity, their ability to handle pressure situations, to communicate clearly their level of interest and commitment, to think quickly, to function as part of a team, and to articulate the need for, and the goals of, an academic support program.

Since the target population of students we serve is diverse, we also seek a peer counseling staff reflective of this diversity. In addition to the requirement of a 2.5 GPA and junior or senior status, we try to attain a balance according to sex, ethnicity, college and kind of contribution they can make to staff and students. The total number we hire depends on how many students participate in Summer Bridge, the ratio being one peer counselor to every ten students.

Once all candidates have been reviewed, a list is submitted to the

program coordinator for approval. Students selected to work as peers return to the campus two weeks prior to the start of Summer Bridge for staff orientation and training. The training consists of counseling intervention skills, certification in Cardiopulmonary Resusitation, team building, in-depth review of campus services, and goals and objectives of the summer program. Daily inservice training is provided during the four-week residential program.

There are presently fifteen peers who work throughout the academic year. Because of UCSD's unique college orientation, specific peers are located in satellite offices around the campus. Supervisory responsibilities are shared by the Coordinators of ASP and OASIS Satellite offices (Summer Bridge Assistant Coordinator). As our primary service contact and delivery agents, they do outreach on two levels: 1) to current and past Summer Bridge participants, and 2) EOP/SAA freshmen (non-bridge). Peers are given a roster of new EOP/SAA freshmen, along with addresses and phone numbers. This list is divided up into individual caseloads of approximately 30 students per peer counselor. Outreach involves writing letters (form letters approved by the ASP Coordinator) to their students about OASIS services and how a peer counselor might help them. Peers also make presentations to student organizations, visit students in the dorms, and set-up information tables at campus events. Each peer keeps regular working hours so that students may either drop-in or set up appointments to see them.

Work assignments are prepared on a weekly and quarterly basis. Peer counselors know what must be accomplished, and can plan their schedules accordingly. Their work responsibilities are designed to assist students with a variety of needs: they help students with questions regarding adding and dropping classes, general education and major requirements, financial aid, work-study opportunities, and housing. They also monitor academic progress and set up appointments for tutoring and study skills workshops. See the appendices for a detailed outline.

For the most part, peers work independently. However, they team up for dorm visits, often consult with each other, and refer difficult situations to the Coordinator. Weekly staff meetings and individual conferences allow everyone to keep up with announcements, discuss problems and plan activities. Peers undergo performance evaluations at the end of each quarter to determine if they will continue to work with OASIS. We also celebrate the end of each quarter with an appreciation dinner party for the staff.

Recordkeeping

Each student contact with OASIS is documented with an intake form. When a student visits a peer counselor, he/she fills out a card stating name, class standing, student identification number, college, ethnicity, date of birth, phone number, how they found out about OASIS, and year and quarter they entered UCSD. Every visit or contact is coded onto the card (date, purpose of visit, and which staff member saw the student), and these counts are complied at the end of the quarter for our departmental reports. This documentation is very important and enables us to justify funding and use or resources. All OASIS programs use this intake form so that a profile of what services a student used, and how many times they came in for tutoring, for example, can be obtained. Other offices on the campus, such as Academic Advising, find this information useful.

In addition to the intake form, all ASP students have a folder that includes a running log of the content of each session and general comments about what was said. This allows staff to verify the nature of an interaction in cases of conflict or dispute. The folder also contains a copy of the student's class schedule, address and phone number, any program evaluations the student filled out, and appointment contracts. Phone contacts are also noted in the file. All folders are confidential and kept under lock and key.

Student Feedback

ASP participants have an opportunity to comment about their peer counselor's performance and give feedback about the program. Selected comments include:

"My peer made me feel more positive about UCSD."

"My peer counselor has been a great help throughout the year, not only as an advisor, but as a friend."

"My peer is very helpful and informative. She encourages getting to know UCSD professors, T.A.'s, support services - all aspects of school for our benefit."

"Overall my peer counselor has been very helpful if I have a problem. I believe I can always go see her and find help."

"I feel this program is just great now, but in the future you need more offices and instructors."

As the numbers of EOP/SAA freshmen attending UCSD increase every year, we are reinforced in our beliefs of the efficiency, importance and beneficial consequences of a peer counseling network. Beneficial, not only for the freshmen participants, but for our peer staff who also grow personally, and professionally. Ultimately, the campus benefits by its enhanced ability to educate a multi-cultural population, and therefore respond to the needs of the community.

Academic Success Program
Peer Counseling Contacts

	1979-1980	1980-1981	1981-1982	1982-1983	1983-1984	1984-1985
Fall	1927	1021	651	520	528	848
Winter	1031	425	532	136	216	
Spring	1299	195	200	183	181	
Total	4257	1641	1383	839	925	

APPENDICES

A. TEP 196 Course Description

B. TEP 196 Peer Counselor Practicum

C. TEP 196 Peer Counselor Competency Checklist

D. Peer Counseling Training Description and Objectives

E. OASIS Summer Bridge 1984 Pre-service training schedule

F. ASP Peer Counselor Job Description

G. ASP Fall Quarter Peer Duties/Assignments

H. ASP Peer Counselor Evaluation Form

APPENDIX A

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TEP 196 The Psychology of Teaching — Winter, 1985
Instructor: Laurel Corona — 4 Units P/NP

Course Description

Course Overview

TEP 196, The Psychology of Teaching, is an upper-division, elective course for students interested in elements of teaching and principles of learning that are at work in a college setting. In addition, related issues such as the teaching and learning environment, characteristics of learners, and characteristics of learning tasks are considered. TEP 196 is a course that balances lectures and readings with the opportunity to gain practical experience as a tutor or peer counselor.

Course Format

Class meetings. The lecture portion of the course meets from 4 to 5:50 p.m. on Wednesdays and will include presentations by the instructor, participation in various activities, and discussion by students. Students are expected to have read the assigned material in advance of class, and to participate in activities and discussion. Class meetings, readings, and videotape sessions should average four hours a week.

Videotape sessions. All students will participate in videotape sessions. During these sessions, students will practice and critically review skills that will be discussed in class: (1) the use of questioning in teaching, (2) listening and feedback to students and (3) presenting information to groups.

Practicum. Students must have a practicum assignment to enroll in TEP 196. Students' practicum assignments begin the second week of the quarter and include supervised placements as tutors or peer counselors. Practicum assignments entail approximately eight hours a week of one-to-one or group work with students, meetings with supervisors, and specific reading assignments related to the placement, and are supervised by professional staff from OASIS, the campus learning center.

Attendance

Because each Wednesday class includes activities that require student participation, work cannot be made up if class is missed. There is no distinction between an excused or unexcused absence because both result in missed learning opportunities. Likewise, lateness is inexcusable. Anyone not seated by 4:10 will be counted as absent, unless an arrangement has been made with Dr. Corona in advance. More than one absence will necessitate a drop. An incomplete can be given if the absence or failure to complete work assignments results from "a cause beyond a student's control: a disabling illness or accident, a disaster that strikes the student or the immediate family, or the like," according to University policy. Then, missed classes or assignments can be made up the next quarter.

Further, because this course emphasizes practical experience as a learning tool, attendance is mandatory at all practicum activities and weekly work assignments. The same attendance rules apply as for lectures.

Course Topics

Specific topics by week are listed on the attached course outline.

Course Readings

The readings for the course have been carefully selected to provide background information and to raise issues for discussion. Additional information will also be presented in class and during practicum meetings.

Evaluation

Four areas will contribute to each student's evaluation: class attendance and participation, completion of videotape sessions and critiques, completion of practicum assignments, and a final examination/assessment.

The course will be graded on a P/NP basis and satisfactory completion of course requirements will be essential to receive a P grade.

unselor Practicum
sors: Carolyn Buck, Cecilia Pineda
Hours: 8:30 - 9:45 a.m. other times by appointment only

APPENDIX B

Winter Quarter, 1985
Tuesdays 8:00 - 10:00 a.m.
Location: South Conference Room Student Cntr. Building B.

	Topic	Goals	Exercises	Readings
15	Purpose and overview of OASIS/ASP Team Building Practicum specialities Probe	To outline all seven OASIS services To develop group unity	Structured experience 21 Phieffer & Jones Probing role play	Elements of Communications IPR Unit I "Four Skills of Reflective Listening" Chapter 4 Robert Bolton Why Reflective Responses Work Chapter 5 Robert Bolton Conflict Prevention and Control Pages 205-212 Robert Bolton
22	Listening Skills	To practice the three stages of listening: -active -reflective -attentive	Completion of Structured Experience 21 Phieffer & Jones Role play listening skills The Alligator River story	Rationale for Peer Counselors Peer Counselor Job Description Being in a Relationship Chapter 2 Hackney & Comier
29	Conflict Resolution	To develop effective skills for managing conflicts within relationships	"Changing a Grade"	Encouraging Academic Success Steven Enders: Training Component VI "What Parents Must Do About Our Schools" David Piorpont Gardner "Goals and Purposes of Helping" Arthur W. Combs
y 5	Establishing Relationships	To develop effective listening skills for managing conflict in a residential setting	"2 Minute Rap" Problem Solving I Problem Solving II	"Roommate Starter Kit" University of Pennsylvania
12	Counseling Third World Students Facilitator: Lonnie Anderson	To develop a sensitivity to the needs of non-traditional students		"Peer Network Therapy" An Intervention with the Social Climate of Students in Resident Halls" Roy H. Crouse
19	Peers as Role Models	To become aware of job expectations and the different role conflicts of being a student staff member	"Non-verbal communication situation questions	"You and Your Work Group" "Functions in Task-Oriented Groups"
26	Group Dynamics & Values -role of different group members -purpose of the leader -group activities during Bridge	To become sensitive to different value systems	Values Clarification Howe & Howe "Lost at Sea" "Buying a New Car" Phietfer & Jones	
5	Videotaping	To review methods for relating to clients culture/ethnic frame of reference via videotape	Simulated role plays "Fundamental Interpersonal Relations Orientation - Behavior"	

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	Topic	Goals	Exercises	Readings
12	Leadership -characteristics of a good leader -student role vs peer role -problem solving role play	To review characteristics of effective styles of leadership.	Leadership Skills Phieffer & Jones Letter of Recommendation	"Using Campus Resources" Steven Enders: Training Component VII
	Programming for students -campus resources -description of services -how to initiate, implement and evaluate -responsibility of participants and the R.A.	To develop skills necessary for effective program planning To become familiar with EOP, its function and student population	Footrally Programming How-to	EOP Admission Packet

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EK	TASK	SPECIAL ASSIGNMENTS	PEER(S) ASSIGNED
7	a. follow-up b. projection of fall quarter progress grades - expected c. winter quarter class selection d. resolution of financial aid problems e. program evaluation f. class scheduling g. evening phone calls	Publicity for Brown Bag Series	All Peers
8	a. modify contracts and prepare schedule for winter quarter b. refer students who are dropping a class or withdrawing to Academic Advisor	Honors Workshop interviews - Winter '85	All Peers
9	a. complete contact logs b. update folders c. study for final exams d. complete all ASP telephone surveys and evaluations	Turn in tentative winter quarter class schedule	All Peers

ASP/Third Place (Fall Quarter, 1984)	
Cecilia Pineda	452-3284
Juan Covarrubias	" "
Kim Dixon	" "
Irma Galvan	" "
Charmayne Jones	" "
Frank Montenegro	" "
Josemario Sanchez	" "

ASP Staff (Fall Quarter, 1984)	Telephone Numbers
Carolyn Buck	452-3760/578-8568
Betty Johnson	" "
Jesus Lastra	" "
Ariel Anguiano	" "
Jacqueline Guajardo (Revelle)	" "
Valerie Hardie (Warren)	" "
Gerri Spikes (Warren)	" "
Brad Soriano (Warren)	" "
Cindy DeLeon (Muir)	" "
Stephanie Muldrow (Muir)	" "
Marcy Stolarow (Muir)	" "

Tutorial Center	
Mario Sierra	452-2280
Michael Villano	

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APPENDIX C
OASIS/ASP Peer Counselor
Competency Checklist

Name_____ Practicum Assignment_____

Date_____

Week	Assigned Activity	Credit	Date Completed	Coordinator(s) Signature
2	1. Meet with Carolyn, ASP Coordinator. Call Betty at x3760 for an appt.	1 hr.	_____	_____
	2. Meet with Cecilia, Coordinator, OASIS Third Place. Call Patsy at x3284 for an appointment.	1 hr.	_____	_____
	3. Schedule a PAL Conference with the Reading and Study Skills Coordinator, Linda Lee. Call Rita at x2284 for an appointment.	1 hr.	_____	_____
	4. Sign up for two Reading and Study Skills Workshops, schedule attached or you may sign up for the Speed Reading course.	1 hr.	_____	_____
3	1. Distribute flyers for OASIS Third Place. Call Cecilia at x3284 for more information.	2 hrs.	_____	_____
	2. Schedule appointment with partner to practice probing skills.	1 hr.	_____	_____
	3. Take OASIS Writing Diagnostic Test at the OASIS Writing Center, USB 4070.	1 hr.	_____	_____
4	1. Schedule a writing conference with the Coordinator of the Writing Center, John Waterhouse. Call Rita at x2284 for an appointment.	1 hr.	_____	_____
	2. Plan to attend one of the OASIS Teaching/Learning Seminars. Flyer will be distributed.	2 hrs.	_____	_____
	3. Prepare and present an OASIS/ASP Brown Bag series. Techniques will be discussed in class.	6 hrs.	_____	_____
5	1 Prepare an outline of campus services.	1 hr.	_____	_____
	2. Schedule an appointment with a Peer Counselor of your college to discuss the job responsibilities, target population and type of work.	1 hr.	_____	_____

APPENDIX D

Peer Counseling Training Description and Objectives

Description

The pre- and in-service training program for Resident Peer Counselors (RPC/Peers) in the OASIS Summer Bridge Program is designed to prepare peers to work effectively with new students and assist them as they make the transition from high school to college. Peers will participate in small Communications workshops as well as learn more about interpersonal communications, listening skills, roommate conflict management, academic assertiveness, and Cardio-Pulmonary resuscitation (CPR). In addition, peers will be trained to assist students with some of the more common problems that will occur.

Objectives

1. To become knowledgeable about OASIS, Academic Success Program (ASP) and Summer Bridge Program Services.

2. To understand each of the duties in the RPC job description for Summer Bridge and the Academic Success Program.

3. To develop effective communications skills, especially with students of diverse ethnicities.

4. To acquire effective interviewing techniques.

5. To develop active listening skills.

6. To acquire effective contracting skills.

7. To identify, describe, and locate student services on campus.

8. To develop effective referral skills.

9. To learn program recordkeeping procedures.

10. To understand the goals and content of the Response, Math and Science curriculum.

11. To learn how to plan and implement an activity.

12. To acquire the knowledge and skills of Cardio-pulmonary resuscitation (CPR).

ecilia Pineda
cbert Irvin
eer Counselor Supervisors
ASIS Underground, HL 1254
52-2280

OASIS SUMMER BRIDGE PROGRAM 1984
Peer Counselor Pre-service Training Schedule
North & South Conference Rooms, Building B

ate	Time	Topic	Speaker
uesday ugust 14	9:00- 9:30 a.m.	Coffee	
	9:30-10:30 a.m.	Ice Breaker	Everyone
	10:30-11:00 a.m.	Distribution of Handbook and Training Schedule	Cecilia Pineda
	11:00-12:00 noon	Expectations of Peer Counselors - Professional/Student roles	Bob Irvin, returning peers
	12:00- 1:00 p.m.	Lunch/Roommate Starter Kit	
	1:00- 2:00 p.m.	Update on Student Financial Services	Nancy Pittman
	2:00- 3:00 p.m.	Meet with College Academic Advisors (there)	Third - Mae Brown Warren - Sylvia Montejano Muir - Kay Reynolds Revelle - Nancy Groves
	3:00- 3:30 p.m.	The typical day of a Summer Bridge student	Cecilia
	3:30- 4:00 p.m.	Closing exercise	Cecilia, Bob
	4:00-	Dinner (on your own)	

vening assignment: Review Peer Counselor Handbook

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Peer Counselor
Job Description

Statement of Duties

Peer Counselors (PC's) are responsible for providing academic, social, and personal assistance to ASP participants. Training and demonstrative ability in facilitating positive and inter-personal relationships is required.

Job Responsibilities

1. Attendance at mandatory pre-service training sessions.
2. Conduct campus outreach activities to increase EOP student participation in OASIS services by making announcements at BSU, MEChA, APSA, UAIS meetings, and making dorm visits.
3. Maintain on-going contact with assigned students.
4. Provide positive peer models to ASP students.
5. Make academic skills prescriptions and contract Summer Bridge students.
6. Arrange individual tutorial, writing, reading, and study skills appointments.
7. Participate in ASP/PC group sessions, and attend sessions when assigned during the quarter to collect ASP intakes, sign-in sheets and evaluations.
8. Provide assistance with individual skills counseling.
9. Make appropriate referrals to other student services.
10. Conduct program evaluation phone surveys.
11. Maintain on-going contact with tutors regarding assigned students.
12. Keep student records accurate and up-to-date.
13. Conduct end-of-quarter program evaluations.
14. Attend monthly department meetings and student staff in-service training sessions.
15. Other duties as assigned.

APPENDIX G

Academic Success Program
Duties/Assignments
Fall Quarter 1984

EK	TASK	SPECIAL ASSIGNMENTS	PEER(S) ASSIGNED
	a. assist students with financial aid problems b. complete Bridge contracting c. assist with add/drop questions d. set-up appointments for students to see John, Linda, Cecilia U.A. e. refer students to the Underground to sign-up for standing appointments f. inform students of Freshmen Communications workshop g. call parents to invite them to the parent workshop h. sign-up students for OASIS sponsored events i. complete staff intake form	Recordkeeping orientation for new peers with Senior Peers: Gerri: Juan, Kim, Jacquee, Charmayne Stephanie M.: Joey, Marcy, Ariel Brad: Cindy, Irma, Valerie, Frank Scheduling ASP staff meetings Interviews for Honor Workshops Scheduling duty hours/give to program secretary Problems Weeks 1-4 (special action outreach) Attend TEP 196 Practicum	All Peers Mario All Peers
	a. continue same as week one b. call Bridge students who have not completed contracts c. Brown Bag Series - inform students of upcoming speakers d. attend staff meetings	Telephone outreach procedure outlined Dorm visit procedures outlined Divide assigned student population among peers Write-up and turn in to EDNA on Thursday, OASIS/ASP announcements (weekly) Publicity Procedure for intakes and sign-in Announce OASIS services at APSA, MECHA and BSU meetings. Work with Education Coordinator for Ethnic Student Organizations (BSU, APSA, MeCha, SAAC).	All Staff TEP 196 Peer Counselor Students

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APPENDIX H

OASIS
ACADEMIC SUCCESS PROGRAM
PEER COUNSELOR EVALUATION FORM

Peer Counselor's Name_____
Please evaluate the following items pertaining to the services provided by your Peer Counselor (PC).

	Strongly Agree	Agree	Disagree	Strongly Disagree	NA
1. I found that the support provided by my PC improved my academic adjustment to UCSD.	____	____	____	____	____
2. My PC had adequate knowledge of campus resources.	____	____	____	____	____
3. My PC gave appropriate academic prescriptions based on my skill needs and deficiencies.	____	____	____	____	____
4. My PC followed my academic progress closely throughout the quarter.	____	____	____	____	____
5. I felt comfortable with my PC.	____	____	____	____	____
6. My PC was punctual to all our meetings.	____	____	____	____	____
7. My PC had adequate knowledge of academic policies and procedures.	____	____	____	____	____
8. I felt free to discuss my problems with my PC.	____	____	____	____	____
9. My PC effectively helped me improve my study habits.	____	____	____	____	____
10. I felt comfortable asking my PC questions.	____	____	____	____	____
11. My PC made referrals to other OASIS and UCSD services when appropriate.	____	____	____	____	____
Where were you referred and for what?	_____				
12. Please comment on the overall effectiveness or non-effectiveness of your PC.	_____	_____	____	____	
	_____				
13. How could your meetings with your PC have been improved?	_____				
	_____				
	_____				
14. How many times did you meet with your PC.	0____	1-2____	3-4____	5 or more____	

TEP 196 The Psychology of Teaching
Fall, 1984
Instructor: Laurel Corona

Reading List

Armbruster, B.B. How is a turtle like a frog? American Educator. Summer, 1984.

Barker, L.L. et al. Individual and group behavior. Groups in Process: An Introduction to Small Group Communication. New York: Prentice-Hall, 1977, pp. 50-55.

Bigge, M.L. How is teaching related to learning? Learning Theories for Teachers (3rd Ed.). Harper & Row: New York, 1976, pp. 281-286.

Bigge, M.L. How may teachers bring students to recognize contradictions and inadequacies in their thinking. Learning Theories for Teachers (3rd Ed.). Harper & Row: New York, 1976, pp. 325-329.

Bigge, M.L. What principles of learning are commonly accepted by psychologists? Learning Theories for Teachers (3rd Ed.). Harper & Row: New York, 1976, pp. 303-320.

Blocher, D.H. Developmental relationships. Developmental Counseling. New York: The Ronald Press Co., 1966, pp. 143-155.

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TASK	SPECIAL ASSIGNMENTS	PEER(S) ASSIGNED
e. begin to make dorm contacts f. inform students of add/drop deadline	Contact all Special Action as follows: 50% of 1983 Special Action students and all of 1984	All Peers
a. follow-up on students b. how are mid-term preparations: difficulties c. subject matter, test anxiety d. personal/social adjustment e. contact 50% of assigned students by the end of the week f. dorm visits (4-7 p.m.) g. evening phone calls	Visit Honors Workshop Visit 4C workshop/follow-up	
a. begin/finish mid-term preparation b. group study-how to's c. contact all students by end of the week d. dorm visits (4-7 p.m.) e. evening phone calls	Review mid-term preparation/evaluation Visit Honors Workshop Begin plans for a Summer Bridge get-together Continue to write-up ASP announcements Visit Honors Workshop Attend TEP 196 Peer Practicum	All Peers TEP 196 Practicum Peers
a. encourage students to attend midterm prep workshop b. dorm visits (4-7 p.m.) c. evening phone calls	Attend TEP 196 Peer Practicum Review progress of honors participants	All Peers
a. follow-up b. program evaluations c. budget extensions d. emergency loans e. winter quarter class scheduling	Review progress of honors participants	All peers

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K	TASK	SPECIAL ASSIGNMENTS	PEER(S) ASSIGNED
	a. follow-up b. projection of fall quarter progress grades - expected c. winter quarter class selection d. resolution of financial aid problems e. program evaluation f. class scheduling g. evening phone calls	Publicity for Brown Bag Series	All Peers
8	a. modify contracts and prepare schedule for winter quarter b. refer students who are dropping a class or withdrawing to Academic Advisor	Honors Workshop interviews - Winter '85	All Peers
9	a. complete contact logs b. update folders c. study for final exams d. complete all ASP telephone surveys and evaluations	Turn in tentative winter quarter class schedule	All Peers

ASP/Third Place (Fall Quarter, 1984)	
Cecilia Pineda	452-3284
Juan Covarrubias	" "
Kim Dixon	" "
Irma Galvan	" "
Charmayne Jones	" "
Frank Montenegro	" "
Josemario Sanchez	" "

ASP Staff (Fall Quarter, 1984)	Telephone Numbers
Carolyn Buck	452-3760/578-8568
Betty Johnson	" "
Jesus Lastra	" "
Ariel Anguiano	" "
Jacqueline Guajardo (Revelle)	" "
Valerie Hardie (Warren)	" "
Gerri Spikes (Warren)	" "
Brad Soriano (Warren)	" "
Cindy DeLeon (Muir)	" "
Stephanie Muldrow (Muir)	" "
Marcy Stolarow (Muir)	" "

Tutorial Center	
Mario Sierra	452-2280
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